

Superintendent's 100 Day Transition Plan Summary Report

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Purpose

The purpose of this presentation is to inform members of the Helena-West Helena Board of Education, parents, employees, and community stakeholders on the 100-day transition plan summary report of the new superintendent's entry into the Helena-West School District (HWHSD).



100 Day Transition Plan

Phase 3: Summary Report



Phase 2: Entry



Phase 1: Pre-Entry



THINK
ABOUT
THINGS
DIFFERENTLY



Transition Plan Timeline

- **Phase 1: Pre-entry** (July 25, 2022 to August 2022)
 - Begin interviews and meeting with key stakeholder groups and tour facilities
- **Phase 2: Entry** (August 2022 to October 2022)
 - Continue interviews and meeting with key stakeholder groups and reviewing job descriptions within central office administration
 - Board of Education and Superintendent Retreat
 - Added key central office position (District School Improvement Specialist) that will lead the improvement of academics within schools
- **Phase 3: Summary Report** (September 2022 to Present)
 - Data story, key themes, and major findings
 - Short and long-term goal planning next steps



Executive Leader Onboarding



- Strategic process for executive level leader entry into the organization
- Build strong relationships and partnerships
- Enhance great working relationships and a working environment for maximum performance
- Establish trust through listening and learning to multiple stakeholders
- Opportunity to get to know the new superintendent



Key Stakeholder Engagement

Helena-West Helena Board of Education

Principals and assistant principals

Teachers

Aides

Bus drivers

Business and industry leaders

Higher education leaders

State and local government agencies

Media outlets

Central Office leaders and staff members

Counselors

Students

Support Staff

Parents

Clergy and community leaders

Regional superintendents

Law Enforcement Agencies (Police & Sheriff
Departments)

University of Arkansas at Phillips County
Community College



HWHSD Strengths

- A strong sense of pride and tradition
- Small school district with a nice size city population
- Strong, dedicated, and supportive stakeholders, businesses, partnerships, Booster Club, & alumni
- Modern facilities (Central High School & Pre-K Buildings)
- Dedicated employees, staff, & leaders



The Helena-West Helena School District Data Story



How well are we serving and preparing all of our students?

From



To



**Pre-Kindergarten
(Class of 2036)**



**12th Grade
(Class of 2023)**



HWH	Reading														
	In Need of Support			Close			Ready			Exceeding					
	2019	2021	2022		2019	2021	2022		2019	2021	2022		2019	2021	2022
3rd	47%	62%	59%		26%	18%	25%		18%	16%	12%		9%	4%	4%
4th	33%	31%	47%		40%	33%	27%		22%	26%	21%		4%	10%	5%
5th	59%	59%	62%		28%	26%	16%		8%	12%	15%		5%	4%	7%
6th	68%	65%	46%		19%	21%	30%		9%	9%	22%		4%	5%	3%
7th	60%	67%	52%		27%	17%	33%		12%	14%	15%		1%	2%	0%
8th	49%	46%	50%		32%	31%	33%		15%	19%	11%		4%	4%	6%
9th	65%	64%	70%		23%	25%	13%		9%	9%	15%		2%	3%	2%
10th	67%	66%	76%		17%	23%	21%		13%	10%	3%		4%	1%	0%



HWH	Math														
	In Need of Support			Close			Ready			Exceeding					
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022			
3rd	20%	49%	49%	38%	31%	32%	32%	16%	16%	10%	4%	3%			
4th	22%	39%	55%	54%	39%	37%	19%	18%	6%	4%	4%	2%			
5th	29%	41%	45%	57%	56%	40%	14%	4%	15%	0%	0%	0%			
6th	39%	48%	33%	49%	37%	56%	10%	15%	10%	2%	0%	1%			
7th	56%	68%	71%	33%	25%	21%	8%	6%	7%	2%	1%	1%			
8th	57%	78%	81%	29%	18%	16%	12%	3%	3%	2%	1%	0%			
9th	81%	91%	88%	15%	6%	9%	2%	3%	4%	1%	0%	0%			
10th	81%	89%	98%	16%	8%	0%	2%	2%	2%	0%	0%	0%			

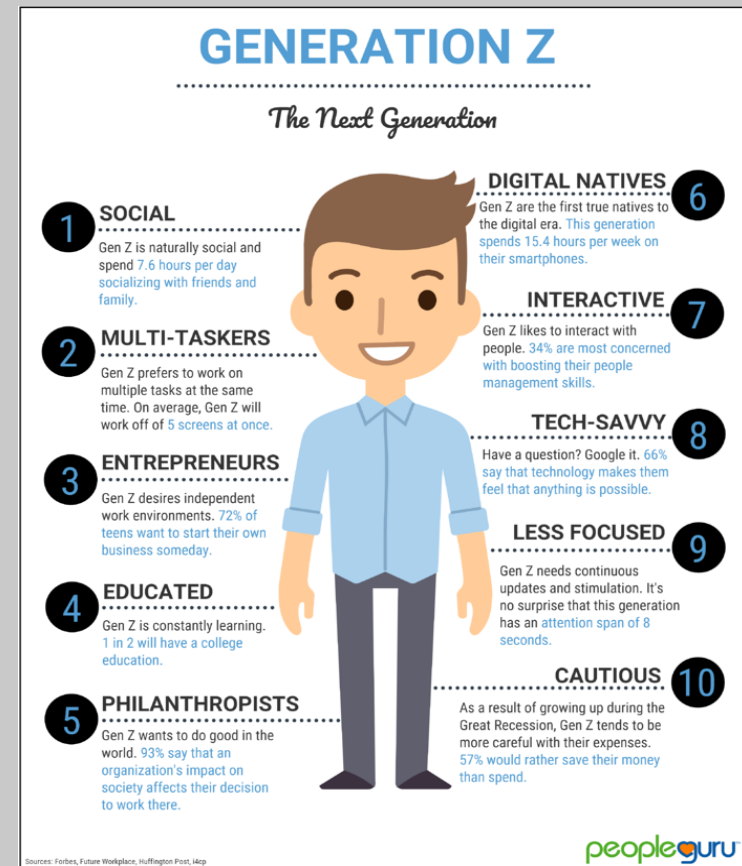
HWH	Science														
	In Need of Support			Close			Ready			Exceeding					
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022			
3rd	50%	74.00%	71%	29%	7%	18%	12%	15%	8%	9%	4%	3%			
4th	46%	52.00%	60%	34%	20%	23%	14%	13%	11%	6%	15%	6%			
5th	53%	68.00%	63%	34%	22%	21%	11%	9%	12%	2%	1%	4%			
6th	72%	72.00%	56%	16%	17%	25%	10%	10%	18%	3%	1%	1%			
7th	55%	70.00%	71%	24%	20%	15%	18%	9%	10%	4%	1%	4%			
8th	67%	73.00%	78%	14%	15%	13%	15%	11%	6%	3%	1%	3%			
9th	67%	78.00%	78%	17%	23%	17%	13%	0%	4%	2%	0%	1%			
10th	70%	71.00%	74%	20%	20%	21%	8%	7%	5%	1%	1%	0%			



Millennials and Generation Z

Born between 1981-1996 & were ages 24 to 39 in 2020

Born between 1997-2012 & were ages 8-23 in 2020



21st Century Global Graduates

- *Are Collaborative Leaders* – embraces new ideas, technology, motivates, and influences others to be open to change.
- *Are Skilled Communicators* – reads, writes, speaks, and listens proficiently and adapts to diverse settings and audiences.
- *Are Responsible Decision-Makers* – sets goals, creates plans, and action steps and is able to persist to overcome challenges and barriers.
- *Are Critical Thinkers* – identifies and unpack issues, seeks numerous opinions, and evaluates various solutions.
- *Are College and Career Ready* – proficient in the core disciplines as evident by state and national assessments and works hard to achieve academic and career goals.

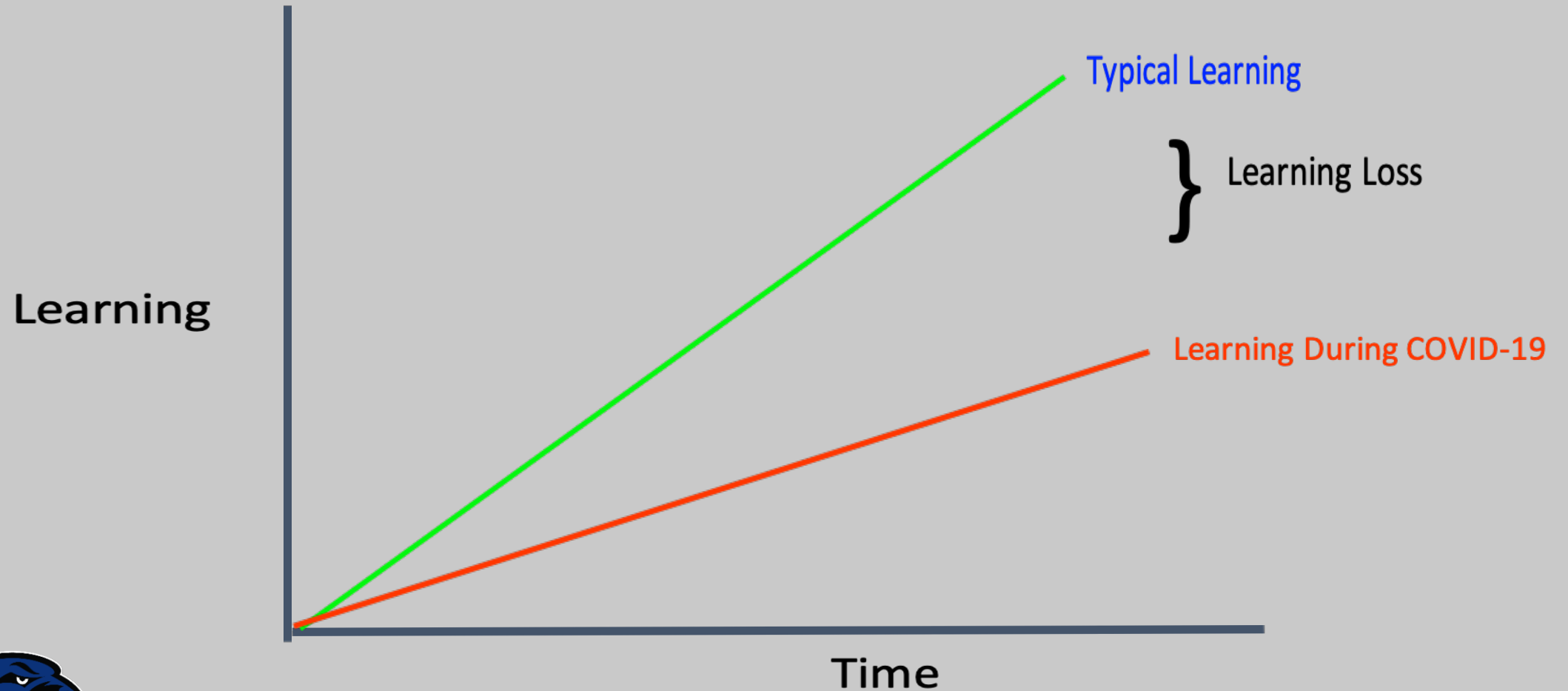


Impact of COVID-19 on Student Achievement



Learning Loss and the Pandemic

How to Think About Learning Loss Associated with COVID-19



Source: Pier, L., Hough, H., Christian, M., Bookman, N., Wilkenfeld, B., & Miller, R. (2021). *COVID-19 and the Educational Equity Crisis: Evidence on Learning Loss from the CORE Data Collaborative*. Policy Analysis for California Education. <https://edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>.

**Superintendent's 100 Day
Listening and Learning Tour
Emerging Themes**



Context and Background

- Organizational evolution of HWHSD over the last ten years.
- Acknowledging the current state and reality of the HWHSD.
- Four significant leadership changes in the last five years.
- COVID-19 Global Pandemic
- New leadership in July 2022
- What do stakeholders believe need attention in the HWHSD?



Emerging Key Themes

- **Theme 1:** District Culture, Climate and Environment
- **Theme 2:** Relevant, Rigorous, and Innovative Learning
- **Theme 3:** Safe, Healthy, and Supportive Learning Environments
- **Theme 4:** Effective and Sustainable Organizational Effectiveness
- **Theme 5:** Highly Quality Teachers, Leaders, and Staff
- **Theme 6:** Engage, Empower, and Inform Stakeholders



Theme 1: District Culture, Climate, and Environment

Major Findings:

- A culture often described as “toxic” with negative perceptions internally and externally.
- Division among school board members with the perception of overreaching their role into daily operations.
- Words that described the school district: **lack of competent staff, pitiful, not challenging academically, lack of communication, lack of parental involvement, stressful, tense, lack of trust, dishonesty, silos & isolation, morale low among staff, lack of leadership, not focused on children, lack of transparency, troubled, etc.**
- Stakeholders often described a “fear of retaliation” from central office and school leaders.
- Students and classroom teachers often describing that their “voice is not heard nor valued.”



Theme 1: District Culture, Climate, and Environment

Cont.:

- There is a feeling of social, racial, and economic division and tension all the time.
- The vision and mission is unclear—where the district is focused and headed.
- Perception is the district *does not comply* with laws, regulations, and state policies pertaining to education.
- District is known as the cause of the creation of the Ethics and Nepotism laws.
- District is often described as always trying to cut corners and find loopholes in daily operations regarding education.
- There is a sense that the community has given up on the school district and appears to be a dysfunctional school system.
- Perception is school district enters into large contracts and some in connected with the district get kickbacks.



Theme 2: Rigorous, Relevant, and Innovative Learning

Major Findings:

- Trending stagnant or declining student achievement data points to a concerning achievement gap. *Students stated that the district has failed them in their education.*
 - A lack of focus on *academics, daily rigorous instruction, and uncoordinated curricular programs* are believed to be indicators of declining student enrollment over time.
 - Lack of centralized curriculum management and coordination resulting in a *lack of high quality aligned curriculum, materials, and assessments.*
 - There is *no collaboration among teachers, school leaders, and central office leaders on new initiatives.* There are too many initiatives starting at the same time and *no evaluation of effectiveness of implemented programs.*
 - There are *no clear and consistent expectations for Professional Learning Communities (PLC).*
- There is *no evidence* of a belief that *ALL students* can learn at *high levels.*



Theme 3: Safe, Healthy, and Supportive Learning Environments

Major Findings:

- Social and emotional needs of students, teachers, and employees. *Students mentioned mental health support fourteen (14) times.*
- School health and safety during the global pandemic and ongoing concerns regarding COVID-19 and flu.
- Lack of focus on security and coordination of all safety and security across the district.
- Current security officers report to work the same time as teachers. *There are limited staff supervising students before and after school.*
- Lack of partnership between the district, mental health agencies, and community.
- Outdated facilities for district staff (ie. J.F. Wahl ES, Administration building, transportation, and ALE)



Theme 4: Effective and Sustainable Organizational Effectiveness

Major Findings:

- Lack of *consistent district leadership* and a *lack of accountability* for job roles and responsibilities.
- *Lack of professional training for staff* who hold dual or multiple roles.
- There are a *lack of district level systems, structures, processes, procedures, and guidelines* that are needed to support schools.
- Central office organizational structure *misaligned* to meet the individual and differentiated needs of schools.
- Lack of a district strategic plan and an *absence of short-term and long-term planning*.
- *Stakeholders feel a major disconnect with school district.*
- *Siloed central office functions* and collaboration resulting in *misaligned support and resource allocation* to schools. No cross training which creates challenges when employees are out for extended periods.
- Loose control of district central office functions (ie. Human Resources, Budget and Finance, state and federal sources, etc.)
- Inconsistency in school district policies, regulations, and procedures.
- Concerns with the inconsistent employee salary scales and rates of pay.



Theme 5: High Quality Teachers, Leaders, and Staff

Major Findings:

- Stakeholders believe that hiring practices are based on relationships and “*friends*” getting jobs over those most “*highly qualified*” for the role and responsibilities.
 - Perception that some central office staff members *lack relevant experience* for their current job duties and responsibilities resulting in a lack of credibility and trust with employees.
 - *Inconsistent implementation* and mixed reviews of the *PLC Process* across schools to support improvement in teaching and learning. No expectation from district leadership for the implementation of the PLC Process in the schools.
 - Lack of high quality and consistent feedback to classroom teachers to support and improve instruction.
 - *Not relevant professional development for teachers* in the use of technology, content implementation, data analysis, and the PLC model.
- Lack of professional learning for all employees. *Stakeholders feel that current staff do not display professionalism.*



Theme 6: Engage, Empower, and Inform Stakeholders

Major Findings:

- *Lack of communication internally and externally* with all stakeholders.
- Lack of customer service and hospitality to all HWHSD stakeholders.
- Communication and operation is outdated.
- Perception is that the district is not customer friendly. *Stakeholders feel that the district is adult-focused not student-focused. Some parents feel like that they are not our partners.*
- Lack of parent training on technology, curricular programs, and strategies to support their students.



Change is Coming...



Preparing all Stakeholders for Transformation

Kotter's 8 Step Change Model



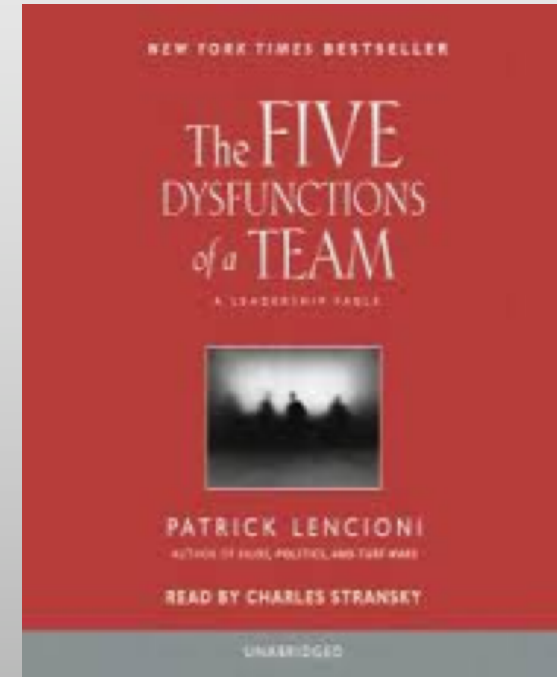
Source: Kotter, J. (2021.) *The 8 step process for leading change*. Kotterinc. <https://www.kotterinc.com/8-steps-process-for-leading-change/>

Executive Team Professional Development

The Four Disciplines of Organizational Health Building a Cohesive Leadership Team at the Top

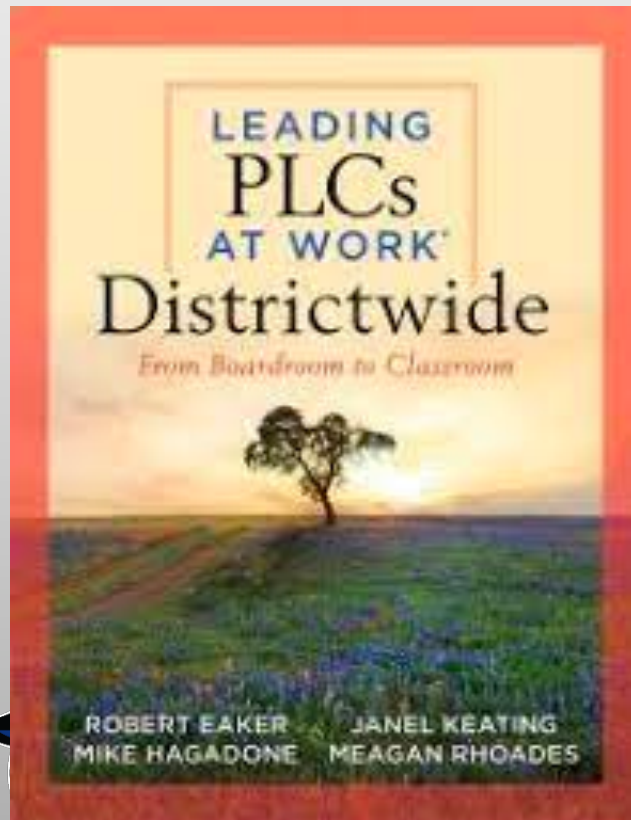


The Five Behaviors of a Cohesive Team™ Model

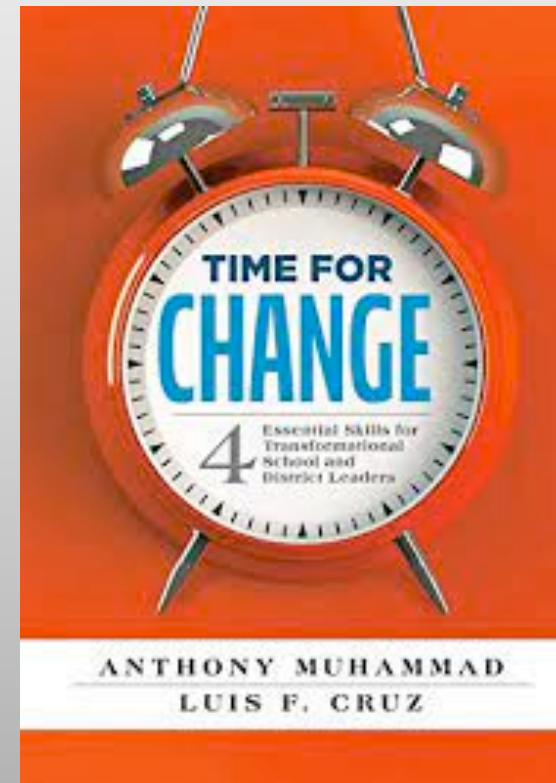


Executive Team Professional Development

Leading PLCs at Work Districtwide
(From Boardroom to Classroom)



Time for Change: 4 Essential Skills for Transformational School and District Leaders



Superintendent's Expectations to All Employees

Follow the chain-of-command and directions

All students first in decision-making

Transparency and communication

Know your job and do your job

Confidentiality builds trust

Teamwork and collaboration



Superintendent's Next Action Steps

- Implement ongoing professional development to further strengthen the positive working relationship between the Superintendent and School Board Members.
- Restructure the central office organizational chart with a redesign for maximum efficiency, performance, and support to improve schools.
- Developed a cohesive Executive Leadership Team aimed to improve the performance of all schools.
- Conduct the following audits: curriculum, compensation study, financial management, human resources, and school safety for deeper analysis into those department functions.
- Develop a declining enrollment plan with strategies to expand and strengthen educational opportunities to grow student enrollment Pre K - 12 (ie. Dual-language Immersion, STEM, Arts Integration, and refine the Career and Technical Education).



Superintendent's Next Action Steps Continued

- Prepare all stakeholders for future transformation by communicating Kotter's 8 Step Change Model.
- Unify the community and all stakeholders by creating new partnerships, shared vision, mission, develop core values, and a graduate profile for the school system.
- Implement intense professional development for Principals, Assistant Principals, and Teacher Leaders on critical components of transformational instructional leadership to improve teaching and learning at each school site.
- Implement intense professional development for classroom teachers on how to unpack content standards, write classroom objectives, and implement higher level questioning strategies into daily instruction.
- Provide professional development to all employees on educational equity and cultural proficiency awareness.
- Redesign the school improvement planning process to more strategically align and focus on rigorous, relevant, and innovative learning at each site.



Superintendent's Next Action Steps Continued

- Establish systems and procedures within the school system to better serve the students and staff.
- Analyze school schedules to ensure instructional time is used effectively and efficiently while increasing daily learning time to include daily interventions and after-school programs at each site.
- Create a differentiated targeted support plan at each school site.
- Implement a school-based budget process for principals to communicate and align individual needs and resources while aligning and coordinating district funding sources.
- Implement engagement strategies to improve communication internally and externally with all stakeholders including hiring a district parental engagement coordinator.
- Present the Superintendent's 2022-23 Goals for school board members to review.



Superintendent's Goals 2022-23

Theme: “Creating conditions districtwide where the systems in HWHSD will provide the opportunity for ALL scholars to become independent thinkers and successful in their future endeavors.”

- ❖ To implement an school improvement process that will increase student achievement on an ongoing basis. *(Professional Learning Communities Model)*
- ❖ To improve Reading and Literacy by 5% among ALL subgroups. *(95% Group, My Perspectives, etc...)*
- ❖ To strengthen community and parental engagement districtwide. *(Create new and restore community partnerships, Parental nights, etc...)*



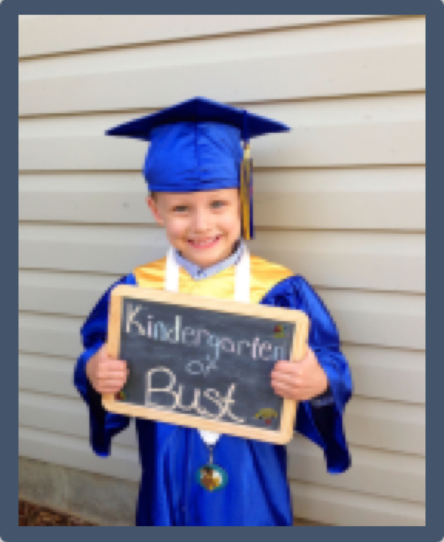
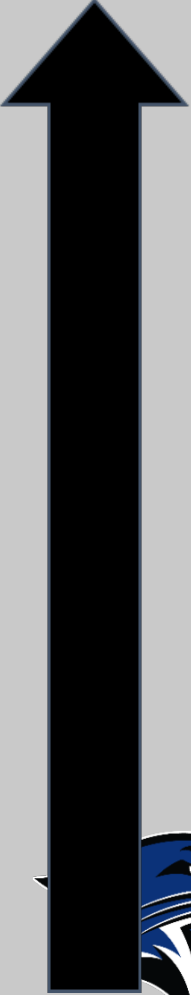
Leading Systemic Transformation in the HWHSD

Phase 4: 2031-2036
(10-15 Years)

Phase 3: 2028-2031
(7-10 Years)

Phase 2: 2026-2028
(5-7 Years)

Phase 1: 2021-2026
(1-5 Years)



*Restoring the
Cougar Pride!*



Contact and Questions

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